

Teachers' Pedagogical Management and Instrumental Performance in Students of an Artistic Higher Education School

Gestión pedagógica docente y ejecución instrumental en estudiantes de una Escuela Superior de Formación Artística

Edwin De La Cruz Bautista

Universidad Nacional Mayor de San Marcos, Lima, Perú.

Received: 5-18-17

Approved: 8-02-17

Online: 8-10-17

***Correspondence**

Email: saxofon_solista@hotmail.com

Cited as:

De la Cruz, E. (2017). Gestión pedagógica docente y ejecución instrumental en estudiantes de una Escuela Superior de Formación Artística. *Propósitos y Representaciones*, 5(2), 321 - 357. doi: <http://dx.doi.org/10.20511/pyr2017.v5n2.175>

Summary

This research aims to know the relationship between the variables teachers' pedagogical management and instrumental performance in students from an Artistic Higher Education School. It is a descriptive and correlational research that seeks to find the relationship between both variables. The sample of the study consisted of 30 students of the symphonic band to whom two instruments were applied: a questionnaire for pedagogical management and a checklist for instrumental performance in the symphonic band. The results of the research showed when applying the Spearman's correlation formula a significance level of 5%, with a significant correlation of $\text{Rho} = 0.843$. Based on that, it is determined that a very good pedagogical management of teachers produces a very good instrumental performance of the symphonic band in the population under study. Specifically, when analyzing the results of the specific cognitive and procedural competences of the teacher in relation to the instrumental performance, a moderate correlation was found; when analyzing attitudinal and teaching competences of the teacher in relation to the instrumental performance, a good correlation was found. It was concluded that there is a significant correlation between the variables teachers' pedagogical management and instrumental performance.

Keywords: Teachers' pedagogical management, instrumental performance, cognitive competence, procedural competence, attitudinal competence and teaching competence.

Resumen

El presente trabajo de investigación tiene como propósito conocer la relación existente entre las variables: Gestión pedagógica docente y ejecución instrumental en estudiantes de una Escuela Superior de Formación Artística. Es una investigación de nivel descriptivo - correlacional que busca hallar la relación que existe entre ambas variables. La muestra del estudio estuvo conformada por 30 estudiantes de la banda sinfónica a quienes se le aplicó dos

instrumentos: Cuestionario para la gestión pedagógica y una Lista de cotejo para la ejecución instrumental en la banda sinfónica. Los resultados de la investigación evidenciaron al aplicar la fórmula de correlación de Spearman un nivel de significancia del 5%, con una correlación significativa de Rho = 0.843; por lo cual se determina que a muy buena gestión pedagógica de los docentes se produce muy buena ejecución instrumental de la banda sinfónica en la población en estudio. De manera específica al analizar los resultados de la competencia cognitiva y procedimental del docente en relación con la ejecución instrumental se encontró una correlación moderada, en la competencia actitudinal y didáctica del docente en relación con la ejecución instrumental se encontró un nivel de correlación buena. Concluyendo que sí existe una correlación significativa entre las variables gestión pedagógica docente y ejecución instrumental.

Palabras claves: Gestión pedagógica docente, ejecución instrumental, competencia cognitiva, competencia procedimental, competencia actitudinal, y competencia didáctica.

Introduction

Currently, education is related to the social mission to transform individuals and society for the benefit of all of us. To that end, the teacher must have a series of characteristics and skills that allow them to provide service aimed at achieving the objective set, that is, the transformation of the individual in a successful professional able to lead and manage a symphonic band.

It should not be forgotten that a teacher is a professional whose work is aimed at meeting the specific need of society in a specific moment and who provides a service to their users, which must be a quality service to ensure the integral education of the Peruvian students, in general and of the students from the Artistic Higher Education School.

Jiménez (2013) said how the emotion influences the teaching-learning relationship of a musical instrument in the juvenile orchestra. The conclusions of this research highlights that through teacher-student relationship, emotion is the main factor generating the climate in the classroom, which in turn influences learning positively or negatively. Moreover, he says that an unfavorable emotional climate where fear, insecurity and anger prevail does not allow students to respond as expected, and teachers to provide knowledge in a proper manner, perpetuating an unfavorable emotional climate with a violent communication.

Salinas (2014) determined the relationship between quality of pedagogical management and teaching practice in high school. In addition, he sought to establish the relationship between methodological and teaching strategies and teacher's practice. The conclusions highlight the existence of a significant relationship between the quality of pedagogical management and the teaching practice. For that reason, the researcher recommends that it is necessary that population prepare a methodological guide to assess the quality of pedagogical management and to measure the teaching practice in the classroom, considering the criteria and indicators of assessment found in

the framework of teacher's good performance proposed by the Ministry of Education.

This research is aimed at knowing the relationship between teachers' pedagogical management and the instrumental performance in students from an Artistic Higher Education School. It highlights that pedagogical management in the different levels of higher education and in the different professional degrees acquires vital importance to solve the problems the education process faces in training professionals, taking in the account the current trends and the emphasis on the increasing and active participation of students in their education.

A proper teachers' pedagogical management allows students to achieve learning objectives and acquire the necessary skills and competences, which will be shown in their academic performance and future professional development. Based on the different competences that imply the pedagogical management, we take into account the cognitive competence, procedural competence, attitudinal competence and teaching competence. They play an important role when assimilating and acquiring new learning for life. In this way, it is necessary the research on teachers' pedagogical management in relation to instrumental performance of the symphonic band to know the impact the first variable has on the latter, recognizing that the instrumental performance is a practical skill or ability that must be learnt by the students and will be proven in a direct way on stage, when playing the different instruments.

The contribution of this study will allow knowing the relationship between the teachers' pedagogical management variable and the instrumental performance in the symphonic band variable, so that it will be used in future research works of this type in order to improve the practical learning acquired in the instrumental performance area, and taking into account the ongoing improvement of the pedagogical management to achieve a quality professional education.

Teachers' Pedagogical Management.

One of the variables considered by different authors is the pedagogical management. According to Rey (2014), quality of education involves academic quality and/or pedagogical quality understood as a nexus between pedagogical thinking, teaching and generation of new knowledge and of new ways of respond to social, cultural and ethical responsibilities in the integral education of the student. Therefore, quality in education is assessed by the quality of the teaching-learning process developed between the teacher and the student throughout their stay in the institution. In addition, such process will be optimal when the profile of the graduate is optimal.

According to Montas (2008), quality of education is to facilitate and monitor the student in the teaching-learning process to foster situations favoring the generation of new knowledge and the development of values and activities planned in the new curriculum. The pedagogical management is an efficient instrument for the team work and the school project to be the main receivers of the teaching practice in the classroom and of the ongoing education of teachers, Espinel (2002).

Instrumental Performance in the Symphonic Band.

Sevilla (2016) defines the instrumental performance as the action of playing a melody by using a string, percussion or wind instrument. To play, you need some requirements: instrument approach, playing with learning, musical notes, how it sounds, and do basic exercises with the instrument you chose. According to Leal (2010), instrumental performance is to interpret any musical form in different national and international scenarios in a specific academic or popular musical instrument.

According to Aiello (2012), it is a way to express by playing musical instruments, so that the students develop and work several skills and to make an audio-visual motor coordination, achieving values such as showing respect

to others, making a collaborative activity that has as result the instrumental ensemble.

Instrumental performance is evaluated in music reading, knowledge of the musical theory, knowledge of the techniques of performance and ensemble.

Method

The research design used was descriptive and correlational.

Population and Sample.

Population consisted of 150 students from the Public Artistic Higher Education School “Condocunca” – Ayacucho, enrolled in different academic terms during the academic semester 2015 – II. Sampling was random and due to the availability in the courses, it was obtained as sample 30 students of the symphonic band.

Data Collection Instruments.

Information was collected by applying two instruments:

The questionnaire for teachers' pedagogical management variable consists of 20 open items (Likert scale) that provide information about the teachers' pedagogical management through the evaluation of 4 dimensions: cognitive, procedural, attitudinal and teaching competences. The answers are classified according to the following assessment scale and the corresponding index: *Never* (1), *hardly ever* (2), *sometimes* (3), *usually* (4) and *always* (5)

On other hand, the checklist for the instrumental performance of the symphonic band variable consists of 19 open items (Likert scale) that provide information about the variable development of the physical factors of 4 dimensions: music reading, knowledge of musical theory, knowledge

of techniques of performance and ensemble. The answers are classified according to the following scale of assessment and the corresponding index: *Poor* (1), *bad* (2), *fair* (3), *good* (4) and *very good* (5).

Both instruments received the validity of experts. The instrument of teachers' pedagogical management and of the instrumental performance obtained an assessment of 90%, respectively. Both instruments proved that they are reliable and the Cronbach's alpha was:

Table 1.

Reliability of research instruments.

Research instruments	Cronbach's alpha
Teachers' pedagogical management	0.806
Instrumental performance in the symphonic band	0.955

Analysis Plan.

For statistics, the software package SPSS version 21 was used. First, a questionnaire for the teacher's pedagogical variable was applied in the auditory of the institution where the rehearsal of the Symphonic Band Workshop of the institution usually takes place, in the day and hour established with the director; all the members of the Symphonic Band participated actively. Before filling out the questionnaire, the students were explained about the objective of the study and the use of information. Then they signed the informed consent letter to start to fill out the questionnaire. Second, a checklist for the instrumental performance variable was applied to all the members of the Symphonic Band in the different scenarios where the rehearsals and musical presentations of the Workshop took place.

Outcomes

Descriptive Analysis.

Table 2.

Relationship between the answers of the variables: teachers' pedagogical management and instrumental performance of the symphonic band.

		Correlations	Ejecución Instrumental de la Banda Sinfónica
	Teachers' pedagogical management	Correlation coefficient	0.843
		Sig. (bilateral)	.000
Rho de		N	30
Spearman	Instrumental performance of the Symphonic Band	Correlation coefficient	1.000
		Sig. (bilateral)	.00
		N	30

When applying the formula of Spearman's rho, the correlation coefficient was 0.843 and the significance was p_value = .000. Therefore, there is a very good significant correlation.

Table 3.

Relationship between the answers of the variable: cognitive competence and the instrumental performance of the symphonic band.

Correlations		Instrumental Performance of the Symphonic Band
Spearman's rho	Cognitive competence	Correlation coefficient 0.416
		Sig. (bilateral) .022
		N 30
	Instrumental performance of the Symphonic Band	Correlation coefficient 1.000
		Sig. (bilateral) 0.0
		N 30

When applying the formula of Spearman's rho, the correlation coefficient was 0.416 and the significance was p_ value = .022. Therefore, there is a moderate significant correlation.

Table 4.

Relationship between the answers of the variable: procedural competence and instrumental performance of the symphonic band.

Correlations		Ejecución Instrumental de la Banda Sinfónica
Spearman's rho	Procedural competence	Coeficiente de correlación 0.464
		Sig. (bilateral) .010
		N 30
	Instrumental performance of the Symphonic Band	Correlation coefficient 1.000
		Sig. (bilateral) 0.0
		N 30

When applying the formula of Spearman's rho, the correlation coefficient was 0.464 and the significance was p_value = .010. Therefore, there is a moderate significant correlation.

Table 5.

Relationship between the answers of the variable: Attitudinal competence and instrumental performance of the symphonic band.

		Ejecución Instrumental de la Banda Sinfónica
	Correlaciones	
	Attitudinal	Coeficiente de correlación
	competence	.000
Spearman's rho		N
	Instrumental performance of the Symphonic Band	1.000
		Coeficiente de correlación
		.0
		N

When applying the formula of Spearman's rho, the correlation coefficient was 0.654 and the significance was p_value = 0 .000. Therefore, there is a good significant correlation.

Table 6.

Relationship between the answers of the variable: Teaching competence with the instrumental performance in the symphonic band dimension.

Correlations		Instrumental Performance of the Symphonic Band
Teaching competence	Coefficiente de correlación	0.736
	Sig. (bilateral)	0.000
	N	30
Spearman's rho	Coefficiente de correlación	1.000
	Sig. (bilateral)	0.0
	N	30

When applying the formula of Spearman's rho, the correlation coefficient was 0.736 and the significance was p_value = 0 .000. Therefore, there is a good significant correlation.

Discussion

When analyzing the correlation between teachers' pedagogical management variable and the instrumental performance of the symphonic band variable, a very good correlation coefficient of Rho= 0.843 was found. It was determined that a good teachers' pedagogical management produces a good instrumental performance of the symphonic band, thereby, achieving the learning objectives of the students.

In that regard, Montas (2008) says that pedagogical management is to monitor and facilitate students in the teaching-learning process to foster situations that favor the development of new knowledge and values and the activities planned in the new curriculum.

On the other hand, a moderate Rho correlation =0.416 was found in the cognitive competence in relation to the instrumental performance of the symphonic band variable. It was determined that a moderate cognitive competence produces a moderate instrumental performance of the symphonic band. Based on this result, teachers need to master knowledge and skills of the course they deliver.

Vázquez (2007) says that cognitive competences of the teacher can mainly refer to the following fields of professional practice: area of relationship with each student and with them in common, area of relationship with other teachers, directives and other professionals, area of relationship with family and community, and finally, area of relationship with themselves.

Regarding procedural competence and instrumental performance of the symphonic band, the correlation coefficient of Rho was 0.464. Therefore, there is a moderate significant correlation. As with the previous case, it was determined that the moderate procedural competence produces a moderate instrumental performance of the symphonic band. Considering for this reason, that the teachers' pedagogical management carried out must influence more the practical learning and knowledge of strategies, techniques, skills and methods that are easily transferred to the students to carry out the instrumental performance.

For Tobón (2006) the know-how is to know how to act with respect to the development of an activity or solution of a problem, understanding the context and taking planning as a basis. In fact, regarding structuring the ideal performance, two trends have been arisen in the last years: the first one lies in emphasizing learning and the learner, and a series of concepts like teaching to think, learning to learn, among others are arisen. It is focused on learning, forgetting about performance. And the second one emphasizes the

development and not knowledge. It is focused on the efficiency and efficacy, and the results than can be publicly evaluated are important, forgetting about the information processing.

Regarding the attitudinal competence and the instrumental performance of the symphonic band, a good significant correlation of Rho = 0.654 was found. It was determined that a good attitudinal competence produces good instrumental performance of the symphonic band. Based on such result, it is shown the good management of social skills in the teachers' pedagogical management to develop predisposition and motivation, among other positive factors present in the students in the instrumental performance.

Pinto (2011) says that this competence is related to ethical aspects guiding and giving sense to knowing and doing. However, competence-based education is not limited to an education exclusively focused on doing, but also to know-how. Consequently, the theory, procedure and attitude must be harmoniously considered in the teaching-learning processes.

Finally, teaching competence in relation to the instrumental performance of the symphonic band presented a good significant correlation of Rho = 0.736. It was determined that a good teaching competence produces a good instrumental performance of the symphonic band.

Consequently, it is shown that teaching skills applied in the classroom allow achieving the desired learning in the instrumental performance of the symphonic band.

Toledo (2006) says that teaching competence is the ability the teacher has to establish an understandable relationship, that is, to build a group of social relationships between the teacher and their students in order to perform an action delimited in a specific academic spatial-temporal chart, whose purpose is to cause changes in them. In other words, how they identify and transform the reference knowledge, contents, information in agents (means) of changes for their students in knowledge learnt.

References

Aiello, R. (2012). Ejecución Instrumental [miaulavirtualdemusica.com]. Recuperado de: <https://sites.google.com/site/miaulavirtualdemusica/home/ejecucion-instrumental>

Espinel, A. (2002). *Abordando los espacios escolares*. Argentina: Editorial Lumex.

Finol de Franco, M., Vallejo, R., & García de Hurtado, M. C. (2012). Gestión directiva en el marco de la evaluación institucional en organizaciones educativas. *Multiciencias*, 12, 88-93.

Jiménez, M. (2013). Interpretación y vínculo en una orquesta juvenil (Tesis de maestría). Universidad Academia Humanismo Cristiano, Santiago.

Leal, P. (2010). Ejecucion Instrumental: Explicacion del Nuevo Curriculo de UNEARTE [Diapositiva]. Venezuela: UNEARTE.

Mejía, E. (2014). Metodología de la Investigación. Cuantitativa – cualitativa y redacción de la Tesis. Bogotá: Ediciones de la Universidad de Bogotá.

Montas, A. (2008). Gestión Pedagógica Docente (Texto inédito). República Dominicana.

Pinto, H. (2011). Formación de competencias docentes en matemática de educación básica. *Cuadernos de Educación y Desarrollo*, 3(26). Recuperado de: <http://www.eumed.net/rev/ced/26/hp.htm>

Rey, A. (2014). Gestión pedagógica del docente y dimensión axiológica del conocimiento. *Dialógica*, II(1), 111-132.

Sevilla, C. (2016). *Ejecución instrumental en la Banda Sinfónica* (Texto inédito).

Sandoval, A. (2008). Competencias del docente para la aplicación del eje transversal ambiente (Tesis de Maestría). Universidad de Zulia, Maracaibo.

Salinas, E. (2014). La calidad de la gestión pedagógica y su relación con la práctica docente en el nivel secundaria de la Institución Educativa

Policía Nacional del Perú “Juan Linares Rojas”, Oquendo, Callao (Tesis de Maestría). Universidad Nacional Mayor de San Marcos, Lima.

Sloboda, J. (2005). Experimental studies of music reading: a review. En J. A. Sloboda (Ed.),

Exploring the musical mind (pp.27-42). New York: Oxford University Press.

Tobón (2006). *Competencias, calidad y educación superior* (1^a Ed). Bogotá: Cooperativa Editorial Magisterio.

Toledo, P.M. (2006). *Competencias didácticas, evaluativas y metacognitivas. Revista de Orientación Educacional*, 20(38), 105-116.

Vázquez, G. (2007). La formación de la competencia cognitiva del profesor. *Estudios sobre Educación*, 12, 41-57. Recuperado de: <http://dadun.unav.edu/bitstream/10171/8995/1/12%20Estudios%20Ec.pdf>

Appendix A: Questionnaire of the Teachers' Pedagogical Management Variable

Instructions

Mark a cross (x) into the box with the answer you deem appropriate.

VARIABLE: TEACHERS' PEDAGOGICAL MANAGEMENT		N e e r e v e r	H a r d l y e v e r	S o m e t i m e s	U s u a l i l y	A l w a y s	
COGNITIVE COMPETENCE							
1	The teacher provides the students with information on music theory.						
2	The teacher practice music reading with their students.						
3	The teacher advises the students on instrumental performance						
4	The teacher knows the instrumental performance techniques.						
5	The teacher manages travels to music festivals and/or training developed in other regions.						
6	The teacher makes individualized learning sessions for the members of the Symphonic Band to learn instrumental performance.						
PROCEDURAL COMPETENCE							
7	The teacher proves mastery of music management.						
8	The teacher proves authority in music management.						
9	The teacher manages the instrumental performance with accuracy in their students who are members of the Symphonic Band.						
10	The teacher manages the performance of other musical instruments other than the main instrument in the students in order to integrate the symphonic band.						

ATTITUDINAL COMPETENCE						
11	The teacher negotiates with teachers of other courses to motivate the members of the Symphonic Band.					
12	The teacher encourages the members of the Symphonic Band the desire to do things well.					
13	The teacher performance. manages initiatives to improve instrumental					
14	The teacher encourages an attitude of improvement and the practice of values in the members of the symphonic band.					
15	The teacher participates in the concerts of the Symphonic Band.					
TEACHING COMPETENCE						
16	The teacher applies strategies for each musical instrument to be integrated in the Symphonic Band in a proper manner.					
17	The teacher properly manages the use of educational means.					
18	The teacher manages the acquisition of new education technologies to improve the ensemble.					
19	The teacher transmits information accurately.					
20	The teacher assesses permanently.					

Appendix B: Checklist of the Instrumental Performance Variable

Student.....Instrument:

INSTRUCTIONS: The researcher is intended to collect the information related to the instrumental performance in the symphonic band of the students of the institution. It is worth mentioning that the information to be collected is only used for research purposes in the framework of the execution of the study.

Put a cross (X) where appropriate.

ASSESSMENT SCALE:

Very good = 5 Good = 4 Fair = 3 Bad = 2 Poor= 1

ITEMS	ASSESSMENT SCALE				
	5	4	3	2	1
1. Reads the music in pentagrams at first sight					
2. Demonstrates mastery of spoken solfeggio					
3. Demonstrates mastery of sung solfeggio					
4. Sings melodies that is interpreted in the symphonic band					
5. Interprets the melodic line considering the historical context of the work					
6. Can follow the sequence of the melodic line					
7. Knows different rhythms and adjust them to the needs of the symphonic band					
8. Knows the internal rhythm without using the metronome					
9. Adapts easily to the harmonic work of the symphonic band					
10. Knows the harmonic circle by intervals of fifths in their instrument					
11. The sound of the instrument is suitable for the symphonic band					
12. Uses a proper breathing technique for the interpretation of long passages					
13. Uses a proper technique of articulation and phrasing in a musical idea.					
14. Knows an exact fingering in the musical instrument they play					
15. Has a correct position to play their musical instrument					
16. Shows mastery of playing the instrument as a soloist					
17. Shows capacity to interpret their musical instrument in group					
18. The musical instrument is duly tuned in 4:40					
19. Has the necessary competences to develop themselves in a symphonic band.					
20. Participates actively in the concerts of the symphonic band					